

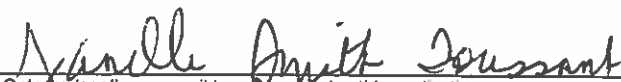
**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>	
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:30 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
The A Team Tutoring and Afterschool Center		74-6025253	N/A
Vendor ID #	ESC Region #	DUNS #	
82-3691741	4	076357867	
Mailing address		City	State ZIP Code
2510 Pioneer Oaks Drive		Fresno	TX 77545-
Primary Contact			
First name	M.I.	Last name	Title
Janelle	S	Toussant	Owner & Director
Telephone #	Email address		FAX #
(832) 746-7241	jrtoussant@yahoo.com		(281) 261-9262
Secondary Contact			
First name	M.I.	Last name	Title
Margie		Ivy	Grant Writer
Telephone #	Email address		FAX #
(832) 901-6208	Info@ivisonbusinessconsulting.com		(281) 741-2971
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Janelle	S	Toussant	Owner & Director
Telephone #	Email address		FAX #
(832) 746-7241	jrtoussant@yahoo.com		(281) 741-2971
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

4/27/18

701-18-111-061

Schedule #1—General Information

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/18

End date (MM/DD): 08/19

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 82-3691741	
Amendment # (for amendments only): N/A	
Part 3: Program-Specific Provisions and Assurances	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE® Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE® program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	The A Team Tutoring and Afterschool Center	Janelle Smith Toussant	832.746.7241 jrtoussant@yahoo.com	\$367,752
Member Districts				
2.	N/A			
3.	N/A			
4.	N/A			
5.	N/A			
6.	N/A			
7.	N/A			
8.	N/A			

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:

Amendment # (for amendments only): N/A

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	N/A			
10.	N/A			
11.	N/A			
12.	N/A			
13.	N/A			
14.	N/A			
15.	N/A			
16.	N/A			
17.	N/A			
18.	N/A			
19.	N/A			
20.	N/A			
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$ N/A	\$ N/A	\$ N/A	\$ N/A
2.	Schedule #8: Contracted Services	6200	\$ N/A	\$ N/A	\$ N/A	\$ N/A
3.	Schedule #9: Supplies and Materials	6300	\$ N/A	\$ N/A	\$ N/A	\$ N/A
4.	Schedule #10: Other Operating Costs	6400	\$ N/A	\$ N/A	\$ N/A	\$ N/A
5.	Schedule #11: Capital Outlay	6600	\$ N/A	\$ N/A	\$ N/A	\$ N/A
7.	Total direct costs:		\$ N/A	\$ N/A	\$ N/A	\$ N/A
8.	Indirect cost (%):		\$ N/A	\$ N/A	\$ N/A	\$ N/A
9.	Total costs:		\$ N/A	\$ N/A	\$ N/A	\$ N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.	N/A	N/A	N/A
3.	N/A	N/A	N/A
4.	N/A	N/A	N/A
5.	N/A	N/A	N/A
6.	N/A	N/A	N/A
7.	N/A	N/A	N/A

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of A Team Tutoring and Afterschool Center is to provide an education-based afterschool environment that provides students with extended learning experiences that provide the solid foundation they will need to be successful—in and out of school. The A Team is dedicated to empowering students through small group and one-on-one, individualized instruction in reading, math and science. Our English as a Second Language certified instructors will work diligently to build language skills for English Language Learners (ELLs). We will also offer enrichment, STEM based activities, character development and will prepare students for college or careers beyond their secondary education.

The mission of The A Team Tutoring and Afterschool Center is to provide extraordinary afterschool care and educational services to families who traditionally find it harder to get the help their child needs to succeed in school. Recognizing that it takes a village, we will work collaboratively with parents and the community to increase the likelihood of academic success and personal growth. We will serve as a resource to parents, students and schools, working closely with parents and teachers to help students become confident and eager learners and providing parents with the tools they will need to enhance their parenting abilities and develop other valuable skills.

Our tutors are Texas certified teachers and teacher candidates that are highly familiar with Texas State Standards and are prepared to help students over frustrating academic hurdles and get them on their way to academic success. We will use the Texas Essential Knowledge and Skills (TEKS) to create a curriculum that is aligned with state standards and school expectations. Our tutors will cultivate relationships with campus teachers to assist with behavioral issues and academic gaps and work diligently to create a customized educational plan to meet the specialized needs of each student.

The A Team proposes to offer afterschool and tutoring services for up to 100 students enrolled in the Stafford MSD and Fort Bend ISD (Missouri City, TX) school districts. The schools we propose to serve have an average of 57% Hispanic and African American students and 37% English Language Learners (ELLs). The area we will service has a high level of poverty, with 79% of our students labeled as economically disadvantaged and 52% of the students considered at-risk.

Students selected for participation in the program will be selected through consultation with campus principals and counselors to identify students most at-risk and in need of additional educational services in order to succeed.

Success, by A Team standards, is ensuring that academic excellence is within reach of ALL students. We aspire to enrich the lives of our kids and the community through an active partnership with local campuses to assist them in reaching the district goals of increased student academic performance, improved behavior, and a successful transition into college or the workforce.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 82-3691741				Amendment # (for amendments only): N/A	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019				Fund code/shared services arrangement code: 265/352	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$293,850	\$0	\$293,850
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,600	\$0	\$30,600
Schedule #9	Supplies and Materials (6300)	6300	\$5,750	\$0	\$5,750
Schedule #10	Other Operating Costs (6400)	6400	\$3,200	\$0	\$3,200
Schedule #11	Capital Outlay (6600)	6600	\$16,840	\$0	\$16,840
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$350,240	\$0	\$350,240
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$350,240	\$0	\$350,240
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$350,240
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$17,512
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 3691741			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teachers	0	0	\$0
2	Educational aide	3	0	\$28,800
3	Tutor	7	0	\$134,400
Program Management and Administration				
4	Project director (required)	1	0	\$56,950
5	Site coordinator (required)	1	0	\$32,000
6	Family engagement specialist (required)	5	0	\$14,400
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$7,500
10	Evaluator/evaluation specialist	0	0	\$3,000
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	\$0
14	ESC coordinator/manager/supervisor	0	0	\$0
15	ESC support staff	0	0	\$0
16	ESC other	0	0	\$0
17	ESC other	0	0	\$0
18	ESC other	0	0	\$0
Other Employee Positions				
19	Van driver	1		\$4800
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$0
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$12,000
27	Subtotal substitute, extra-duty, benefits costs			\$12,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$293,850

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 82-3691741		Amendment # (for amendments only): N/A
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$27,000
	Building lease @ \$2,250 per month x 12 months= \$27,000	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$27,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Pre-employment (background tests, drug tests, CPR training)	\$1,100
2	Outreach- Mailouts, newspaper ads, community outreach	\$2,500
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$3,600
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$30,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$5,750
Grand total:		\$5,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 82-3691741		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,200
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$3,200
Remaining 6400—Other operating costs that do not require specific approval:		\$ 0
Grand total:		\$3,200

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 82-3691741			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Multi-cultural and multi-themed books	N/A	N/A	\$400
66XX—Computing Devices, capitalized				
2	Dell Desktop Computer w/ monitor	10	\$429	\$4,290
3	Printers	3	\$150	\$450
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12		0	\$0	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Furniture		\$	\$6,500
20	Supplies		\$	\$2,200
21	Copier	1	\$1,500	\$1,500
22	Outdoor Play		\$1,500	\$1,500
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$16,840

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Degreed professional with at least 5 years experience working in an educational setting. At least 1 year experience working with at-risk students in academic setting. Experience with fiscal/budget management, data reporting and team management.
2.	Site Coordinator(s)	Degreed professional with a minimum of 2-4 years experience working with children in a classroom or educational setting. At least 1 year experience working with at-risk students in academic setting with afterschool aspect. Strong communication and organizational skills.
3.	Family Engagement Specialist	At least two years experience working with high risk, high need parents and families. Parenting advocacy, home visits and child development education necessary aspect of role. Must be familiar with community and support agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student's academic performance	1. Director will meet with campus representatives to discuss academic needs and align curriculum to close academic gaps	09/01/2018	05/31/2019
		2. Prepare an academic plan for all students; adjust as needed	09/01/2018	05/31/2019
		3. Provide one-on-one and group tutoring	09/01/2018	05/31/2019
		4. Provide afterschool homework assistance	08/15/2018	05/31/2019
		5. Summer sessions to prevent learning loss during the summer months	05/31/2019	08/15/2019
2.	Promote positive student behavior	1. Communicate with teachers and school counselors to identify students with behavior issues	09/01/2018	05/31/2019
		2. Implement a restorative (positive) behavior incentive program to promote positive student behavior	08/01/2018	05/31/2019
		3. Offer character development and social skills sessions to students	09/01/2018	05/31/2019
		4. Youth and Teen Mentor program and counseling sessions	09/01/2018	05/31/2019
		5. Offer parenting classes on dealing with difficult behaviors	09/01/2018	05/31/2019
3.	College and Career Readiness	1. Teach test prep and test taking strategies	09/01/2018	05/31/2019
		2. Host a career night with guest speakers from various professions	09/01/2018	05/31/2019
		3. Host college preparedness workshops for students and parents	01/15/2019	05/31/2019
		4. Host financial aid and scholarship information workshops for students and parents	11/01/2018	05/31/2019
		5. Offer college tours to promote post-secondary education	10/01/2018	05/31/2019
4.	Provide extracurricular activities to extend learning	1. Organize educational field trips	10/01/2018	05/31/2019
		2. Spanish classes	10/01/2018	05/31/2019
		3. Audio engineering and music production	01/01/2019	05/31/2019
		4. "The Write Stuff" youth writing club	09/01/2018	05/31/2019
		5. S.T.E.M related enrichment activities	11/01/2018	05/31/2019
5.		1. Recruit and hire a Family Engagement Specialist	08/01/2018	09/01/2018

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center conducted a needs assessment survey to area school principals, counselors, teachers, parents and students. The intention of this survey was to determine if there was a need for an academic based afterschool program that would offer services beyond those offered by other local organizations (such as Boys and Girls Club and The YMCA) and provide low income families with the much needed tutoring services that they are typically unable to afford from companies such as Sylvan Learning Center and Kumon.

The findings from this survey indicated that school leaders and teachers feel that many of their students need supplemental education beyond what they are able to provide during the school day. Many parents feel that small group and one-on-one tutoring is not available for lower income families and that their children need more structured academic support than the homework assistance that they are receiving at their current afterschool programs or that they are able to provide them with at home. The survey also determined the need for services that provide support to working families on issues such as family literacy and mentoring and counseling sessions.

The results from the needs assessment, combined with TEA's Texas Academic Performance Reports (TAPR) indicated:

- There is an academic achievement gap between at-risk, economically disadvantaged students and their peers.
 - 47% of Economically disadvantaged students met grade level standards on 2017 STAAR Reading test compared to 57% of their peers.
 - 55% of Economically disadvantaged students met grade level standards on 2017 STAAR Math test compared with 64% of their peers.
 - 35% of Economically disadvantaged students met grade level standards on 2017 STAAR Writing test compared to 51% of their peers.
- There is an increase in discipline referrals and behavioral issues among students at targeted campuses.
 - 59.4% of students at targeted campuses are students with disciplinary placements.
- There is a lack of parental support and homework assistance/extended learning beyond the school day.

The A Team Tutoring and Afterschool Center will address these needs in the following ways:

- Use of student data (i.e. benchmark test scores, previous standardized STAAR/EOC tests, Developmental Reading Assessment (DRA) scores and TPRI results to plan interventions and curriculum that will best meet the academic needs of all students
- Offer summer sessions to combat the "summer slide" and prepare students for the upcoming school year
- The A Teams' Family Engagement Specialist (FES) will work collaboratively with the community and parents to increase parental involvement so parents can take a more active role in their children's education

All activities will be data driven and selected based upon the needs of the students, families and the community. The program will be continually assessed to ensure that we are continuing to meet the needs and wants of all stakeholders.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

Upon notification of grant award The A Team Tutoring and Afterschool Center will enter into a planned partnership with the Stafford Municipal School District and will initially provide services to students at the primary, elementary and intermediate school levels and with Fort Bend ISD's Jones Elementary. The schools will contribute to the program by referring students in need, by providing our tutors with access to student data (test scores, report cards and discipline referrals).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Texas 21st Century Community Learning Centers 2014-2015 Evaluation Report findings stated there is a correlation between program quality, youth engagement, and outcomes. One of the findings is youth participating in high-quality afterschool programs was associated with fewer absences. Another finding was there was a positive relationship between high quality programs and outcomes when viewed through the lens of engagement. These findings will help ensure that we provide an effective afterschool program that will increase student engagement in school, reduce disciplinary rates, and provide at-risk children with resources and tools to not only graduate high school, but to prepare for college and beyond.

Academics

The A Team Tutoring and Afterschool Center will work with selected campuses to improve academic achievement and help students meet state and local academic standards. Our tutors will work closely with classroom teachers to identify the individual needs of the students. Our interventions will be TEKS aligned and will directly support classroom instruction.

The A Team's certified teachers and tutors will provide academic intervention, one-on-one and small group tutoring sessions, test prep and enrichment activities and provide students with individualized and differentiated instruction that will:

- Develop critical thinking skills and help students develop the intrinsic motivation needed to become life-long learners
- Engage students in hands-on and kinesthetic lessons
- Improve study and school work habits

Students' progress will be monitored to ensure that learning goals are being met.

Attendance

Research shows that when a student misses 10% of school days for any reason, or about 18 days, negative effects begin to appear in his or her academic performance (Chang & Romero, 2008). Research also shows that good afterschool programs can improve school-day attendance (Huang, Gribbons, Kim, Lee, and Baker, 2000; Welsh et al., 2002). The sense of belonging, the connection to caring adults, and the academic enrichment that afterschool provides can make children more likely to go to school. The A Team will connect with parents, stressing the importance of regular school attendance, and will track student attendance and offer incentives to students for improved and perfect attendance.

Discipline

The A Team students and parents will be presented with a student code of conduct contract to be signed upon enrollment. The A Team staff will work closely with campus principals, counselors, teachers and parents to align behavioral expectations and address behavioral concerns. We will also offer a mentor program and counseling sessions to teach social skills and anger management techniques.

Chang, H., & Romero, H. (2008). *Present, engaged & accounted for: The critical importance of addressing chronic absence in the early grades*. New York, NY: National Center for Children in Poverty.

Huang, D., Gribbons, B., Kim, K. S., Lee, C., & Baker, E. L. (2000). *A decade of results: The impact of the LA's BEST after school enrichment initiative on subsequent student achievement and performance*. Los Angeles, CA: UCLA Center for the Study of Evaluation, Graduate School of Education & Information Studies.

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The A Team Tutoring and Afterchool Center will use research gathered by the Afterschool Alliance to ensure that our program is meeting the academic, physical and emotional needs of our students. We will use best and evidence-based practices to improve academic achievement, school attendance and student discipline. Our program aligns to campus curriculum and state standards and includes curriculum such as Literacy for All and Power in Numbers. We will work within an instructional accountability model which utilizes Scope and Sequence documents in order to provide an outline of what students are expected to learn and provides a framework for the suggested order for teaching content and skills.

The A Team certified teachers and tutors will work collaboratively with classroom teachers to align instruction with district and campus goals using the Texas Essential Knowledge and Skills (TEKS) and interventions will be individualized based upon student needs. Learning goals will be measurable and will correspond to objectives to meet those goals.

The Children's Defense Fund states that lower-income children are far more likely to suffer from poor nutrition, housing problems, stress and depression, and are also more likely to have fewer resources for learning, all of which can have a negative impact on academic achievement. Research also shows that every summer low-income youth lose two to three months in reading achievement, while their higher income peers make slight gain (National Summer Learning Institute, 2018). We will combat this learning loss by offering a fun, yet academic-based summer program.

The A Team Tutoring and Afterschool Center's best practices include the following components:

- Building relationships of respect
- Making learning relational
- Building vocabulary through real-world experiences
- Monitoring progress and planning interventions
- Forging relationships with parents and the community

Elementary and Secondary Education (2018). Retrieved online from
<http://www.childrensdefense.org/policy/elementaryandsecondary/>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

How students spend time outside of the classroom—before and after school and during breaks and summer vacation—has tremendous impact on what they achieve in school and in life. Quality expanded learning opportunities extend learning and positive youth development beyond the school bell and engage students who might otherwise be left behind (ESSA, 2017).

The A Team Tutoring and Afterschool Center is dedicated to empowering students through data-based, best practice instruction that is aimed at closing the achievement gap between low-income students and their peers. The focus of our program is to aid students in making tremendous academic strides, as well as improving student behavior, increasing school attendance rates and developing overall study skills and work habits. Our site coordinator will work closely with campus administrators and teachers to ensure that lessons and activities are aligned to each school's Campus Improvement Plan (CIP).

Program activities will include the following:

Tutoring/Homework Assistance

Small group and one-on-one tutorial sessions will assist struggling students to meet local and state academic standards in math, reading, writing and science. An individualized academic plan will be created for students based on conversations with campus teachers, school report cards, standardized test scores and campus data. Homework assistance will also be provided to clarify any misconceptions students may have from classroom learning and to provide the support that may not be available at home. By providing activities in identified areas of need students will be provided with targeted interventions and instruction that are unique to their learning needs and are aligned with campus, district and state goals. Students performing on or above grade level will participate in enrichment activities.

Writing Camp

According to data collected by the state of Texas, one in three middle school students failed standardized writing tests. Only one student in every twenty achieved a score of advance writer (SREB, 2013). The cause of this is that writing has not been made a priority in the lower grades. The A Team will provide summer writing camps to students and will provide writing support and instruction to students in grades 4 and 7 as they are preparing to take the STAAR Writing test.

Test Prep

Our test prep sessions will focus on test taking strategies, developing inferencing and critical thinking skills, reading comprehension and vocabulary development. Our instruction will focus on STAAR, ACT and SAT prep.

Summer Camp

Summer sessions will be provided to combat summer learning loss. Our summer program will blend academic learning with fun, hands-on activities to prepare students for the next grade level.

Extracurriculum Activities

Youth development activities such as music, art and STEM based activities will be offered to motivate students and extend their learning by offering them fun, engaging activities that reflect their interests while simultaneously aligning to academic goals.

Character Education

Character building and promoting positive behavior is an integral part of our program. We will work with students, in conjunction with classroom teachers and school counselors, to teach students anger management techniques, social skills and the importance of making good and responsible choices. Students will be paired with a mentor and counseling sessions will be available for students and families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center will form a community committee, led by our Family Engagement Specialist, which will be responsible for marketing the program amongst the selected schools and in the community of the program. Communication about the program will be disseminated to campus principals, counselors, teachers, district board members and community leaders. Information will be distributed via our website, flyers, press releases, brochures, street marketing, and promotion at local events. We will also use social media to advertise and market our program. In addition to these vehicles of communication, we will host open houses prior to the upcoming (2018-2019) school year and will attend public forums and community events throughout the year to promote our program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center will offer safe and reliable transportation from most local schools to our center. Our van service will be provided Monday-Friday during the school year. Parents or guardians will be required to pick students up from the center.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will play an important role in our program and will help facilitate student learning and behavior. The site coordinator will recruit college students, preferably education majors, to assist in tutoring our students. We will also recruit parents to serve as mentors and chaperones for field trips and community events. Volunteers will go through the following process: 1) application completion 2) face-to face interview, 3) reference check, 4) background check, 5) orientation and training.

All volunteers will be provided with a childcare handbook and ongoing training will be provided. Regular volunteers, as well as the rest of the staff, will participate in CPR and first aid training and staff development training. Volunteers will also be fingerprinted and will undergo a criminal background check in order to ensure the safety of the students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center is committed to elevating economically disadvantaged students to the educational level of their more affluent peers and beyond. Our tutors and staff have a combined total of over 45 years in the education field. Together, we have developed a strategic plan to utilize our already established relationships with area school administrators and teachers to build partnerships with schools in our local community and establish relationships with community organizations to develop and grow a program that will be sustained for many years to come.

The program will be actively promoted to ensure that we have maximum exposure in the local community, which will lead to community buy-in and collaborative partnerships.

To continue free or affordable tutorial services after the grant funding ends, and to ensure sustainability, we will pursue funding from a diverse group of sources from both the public as well as private sectors. We will continually seek support and guidance from philanthropic foundations and community and business organizations such as The Fort Bend Chamber of Commerce and the Greater Houston Black Chamber of Commerce.

We will apply for additional grants and seek corporate sponsors that are interested in the the education and academic success of economically disadvantaged students. We plan to expand the program to additional schools in Fort Bend ISD as well as to Title I schools in the Houston Independent School District, which may provide additional financial support and collaborations.

The A Team's Sustainability Team, which will be comprised of educators as well as community and corporate leaders, will utilize the Afterschool Alliance Road to Sustainability Workbook as a resource for planning and documenting funding sources, focusing on three fundamental elements: 1) Building collaboration, 2) Advocating for support, and 3) Finding funding.

Our Sustainability Plan is as follows:

Year One

- Sustainability Team and Board of Directors will meet to devise strategies for continuation
- Begin efforts to identify and connect with corporate, foundation and government grant opportunities
- Create a marketing plan to showcase the program and solicit funds from individual, corporate and foundation donors
- Devise a fundraising campaign

Year Two

- Review sustainability plan at all staff meetings and gather feedback and input on strength and weaknesses
- Collect data that highlights the effectiveness of the program and present to potential funders
- Solicit in-kind resources and community volunteers

Year Three

- Partnership agreements developed to ensure continuation of program when funding ends
- Submit grant proposals to corporations and foundations

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center realizes that implementation and sustainability of this program will extend beyond the grant funds being awarded in this cycle. To supplement this funding the program will leverage other funding sources and additional resources, including the Child and Adult Care Food Program CACF) to provide students afterschool snacks and the Child Care and Development Fund (CCDF), which assists low-income families in obtaining child care so they can work or attend training/education. We will also aggressively pursue grants from organizations such as the Juvenile Mentoring Program (Jump), the US Department of Education Gear Up grant and Upward Bound grants.

We will partner with area colleges and universities to recruit college education majors to serve as tutors. This collaboration will save us in excess of \$19,200 per year for every 10 students serviced and will assist college students with obtaining valuable internship hours needed for graduation and eventual certification. We will also rely on in-kind contributions from local programs and individuals to provide our students with services such as mentoring, counseling and social services and other youth development activities.

The A Team's director, site coordinator and Board of Directors will work diligently to raise funds, manage resources and monitor program capital to ensure that all expenditures are aligned with program needs.

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	The A Team Tutoring and Afterschool Center		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: N/A						
	Cost per student \$558/yr.						
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		75	
			Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name		Stafford Elementary School	Stafford Intermediate School	E.A. Jones Elementary		
	9-digit campus ID number		079910102	079910103	079907101		
	Estimated transportation time		7 minutes	8 minutes	5 minutes		
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
				<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:							
Cost per student \$							
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):				
		Feeder school #1	Feeder school #2	Feeder school #3			
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student \$						
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name						
	9-digit campus ID number						
	Estimated transportation time						
	Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: 82-3691741				Amendment # (for amendments only): N/A			
U	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name				
9-digit campus ID number				
Estimated transportation time				

Center 5	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:			
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				

Center 6	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:			
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or center ID: 82-3691741			Amendment # (for amendments only): N/A	
Center 7	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	

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		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:							
Cost per student		\$					
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						

Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						

Schedule #17—Responses to TEA Program Requirements (cont.)							
County-district number or vendor ID: 82-3691741				Amendment # (for amendments only): N/A			
Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):		

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		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name:				
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The A Team Tutoring and Afterschool Center management team consists of the Program Director, Site Coordinator, and Family Engagement Specialist.

Our management plan will ensure that the program is consistently meeting the set objectives and goals of the program. The management plan will include:

- An organizational chart outlining a description of the roles and responsibilities of key personnel
- An outline of the program's goals and objectives
- A proposed plan to achieve the program's goals and objectives
- A timeline for various stages of the program

Our program director is a Texas certified teacher with a masters of education degree in Curriculum and Instruction and is currently pursuing certification in school administration. Her primary role is to ensure that The A Team remains on task for achieving set goals and remains in compliance to grant requirements. The program director will also write lesson plans and site curriculum and will coordinate and conduct on-site trainings and staff meetings. The Program Director will be responsible for ensuring program success, the overall financial management of the program and will spearhead all funding aspects of the program.

The primary role of the site coordinator will be to serve as a liason between campus administrators and teachers and program tutors. The site coordinator will also facilitate monthly staff meetings and will be in charge of the day-to-day operation of the program. The site coordinator, along with the program director, will be in charge of hiring personnel and recruiting volunteers and mentors.

The Family Engagement Specialist (FES) will market and promote our program to the surrounding community and will assist the program director with securing local funding and organize fundraising endeavors. The FES will build relationships with families and the community and will provide assistance to parents seeking local or state resources.

Tutors, as well as the rest of the staff, will go through an initial orientation that will train them on program goals, procedures and activities. Ongoing training and support will also be provided via monthly staff trainings and team meetings. Tutors and appropriate staff will attend workshops, seminars and trainings to improve instructional practices for a diverse population of students and stay abreast on emerging teaching techniques and strategies. Tutors and volunteers will be recruited from Texas certified educators and community members who are experienced working with school-aged children, especially bilinguals.

All volunteers will participate in trainings that will include, but will not be limited to, organizational policies and program goals and objectives, program code of ethics as well as CPR and first aid training.

The A Team's management staff will meet frequently to coordinate responsibilities and ensure that all program requirements are being met. Based upon our management plan, center operations, and budget plan, we are confident that The A Team will have the capacity to continue to develop our program and properly manage the program.

Our budget plan represents 12 months of operation, which includes full-time service during the summer (10 weeks) and part-time service during the school year (42 weeks).

Budget SummaryBeginning September 1, 2018 Ending August 30, 2019**Expenditures****For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 82-3691741

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Prior to implementation of the program a needs assessment survey was conducted that indicated that community stakeholders; including parents, students, teachers and administrators, felt that supplemental education was needed to many students who were determined to be economically disadvantaged and labeled at-risk. It was determined that a culturally diverse, academic based afterschool program was needed in the community that also offered entertaining, educational based activities and resources for working parents and those trying to get back into the workforce. The feedback we received from the needs assessment was taken into consideration as we created our business plan and the outline for our center operations.

Feedback and community involvement is imperative to The A Team's success. We will continue to rely on feedback from all stakeholders. Suggestions and input will be used to regularly update our program activities and procedures in our quest for continuous improvement.

We will create an advisory committee comprised of A Team staff members, educators, community leaders, and parents to discuss the program's strategic plan and it's progress towards stated goals. The advisory committee will convene quarterly to review reports, analyze data and discuss community feedback in order to evaluate the effectiveness of the program and to determine if adjustments need to be made. All meetings will be documented with an agenda, official minutes and attendance logs.

Per the Texas Ace grant guidelines we will also hire an independent evaluator to conduct an annual program evaluation to measure progress towards the program's goals.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 82-3691741		Amendment number (for amendments only): N/A		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 82-3691741

Amendment number (for amendments only): N/A

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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